

2008 IE REPORT TRANSMITTAL FORM

This form must be completed and returned with your data tables and summary report by August 1, 2008

Fill in boxes and submit electronically with IE Report data

Name of person submitting information:

The information included in the attached reports is current and correct to the best of my knowledge.

Title:

Institution:

Phone: Fax:

Email:

Institutional web address of Mission Statement:

Date approved by Board of Trustees or Area Commission:

Date approved by Commission on Higher Education:

Institutional web address of Summary Report:

Institutional web address of Title II Report:
(Four-year institutions only)

Check list of IE Reports due **August 1, 2008**

- ☒ Summary Report (Posted on website and electronic copy to CHE)
- ☒ Accreditation Table
- ☐ Sponsored Research Table
- ☒ Professional Examinations Table
- ☒ Success of Transfer Students (2-year only)

Date Submitted:

Submit electronically to: Sandra Carr – scarr@che.sc.gov

Should you have trouble with electronic submission, you can mail a hard copy to:

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1333 Main St., Suite 200, Columbia, SC 29201
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Orangeburg-Calhoun
Technical College

INSTITUTIONAL EFFECTIVENESS SUMMARY REPORT

AUGUST 1, 2008

Home Page: http://www.octech.edu/sacs/Shared/IE_Summary_Report_2008.pdf

Prepared For:

The State Board for Technical and Comprehensive Education
The South Carolina Commission on Higher Education

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Table of Contents

Introduction.....	3
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General Education	To be Reported in 2009
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Major Areas of Concentrations

• Academic Affairs.....	7
• Accounting	12
• General Business	12
• Office System Technology	18
• Nursing.....	21

Data Tables

• Programs Eligible for Accreditation and Programs Accredited.....	23
• Results of Professional Examinations.....	33

Orangeburg-Calhoun Technical College
Institutional Effectiveness Report
August 1, 2008

Orangeburg-Calhoun Technical College is committed to provide quality and affordable, comprehensive education programs that will have a positive social and economic impact on the lives of the citizens of Orangeburg and Calhoun Counties and the State of South Carolina.

The college has policies and procedures in place to ensure that program offerings largely reflect the needs of business and industry located within the Orangeburg-Calhoun service area. These policies and procedures further ensure that area businesses and industries are allowed to provide input in developing and revising academic programs. Orangeburg-Calhoun Technical College is committed to meeting the economic development needs for a technologically skilled workforce through academic programs and Continuing Education offerings.

The College assesses the institutional effectiveness components of the program offerings on a 4 year cycle through Industry Needs Assessment, Academic Advisory Committees for each academic program, Southern Association of Colleges and School's Technology Requirement, Annual State Board for Comprehensive and Technical Education's Program Evaluation, Employer and Alumni Surveys, and DACUM (Developing a Curriculum) Workshops. Regular meetings are held with Economic Development Boards in Calhoun and Orangeburg Counties, Chamber of Commerce in Calhoun and Orangeburg Counties, and the Tri-County Chamber. The College's Continuing Education Division visits companies on a regular basis for formal and informal evaluation of technology training and professional development needs of the area. The College President holds regular meetings with the Director of Special Schools to keep abreast of changing technologies in business and industry and the needs of prospective industries.

The Gressette Learning Resource Center supports the mission of Orangeburg-Calhoun Technical College by providing current published literature, electronic databases, professional journals, and Internet resources for students at the College. These resources are also available to the citizens and businesses in our community. The library staff assists its patrons in developing research skills needed to stay abreast of current trends in business and industry and changes in the economic environment.

Majors/Concentrations

The August 2008 Institutional Effectiveness Report covers Associate Degrees and Specializations for the following areas:

- Accounting
- General Business
- Office System Technology
- Nursing

Academic Program Assessments Conducted:

- The State Board for Technical and Comprehensive Education's Annual Program Review
- Student Evaluation of Instruction
- DACUM (Developing a Curriculum) Student Competency Profiles
- Advisory Committee Meetings and Surveys
- Alumni Surveys
- National Accrediting Boards
- In house statistical analysis of the number of students enrolled, retained, graduated, withdrawn, failed, employed, faculty loads, and staff support.

Majors/Concentrations (Tentative Dates)

Associate Degree Program	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Arts		X				X				X
Science		X				X				X
Business										
Accounting	X				X				X	
General Business	X				X				X	
Office Systems Technology	X				X				X	
Computer Technology		X				X				X
Engineering Technology										
Computer Electronics										
Electronic Instrumentation				X						
Health Science										
Nursing	X				X				X	
Medical Laboratory Technology			X				X			
Radiologic Technology			X				X			
Respiratory Care Technology				X				X		
Industrial Technology										
Automotive Technology				X				X		
Industrial Electronics Tech.				X				X		
Machine Tool Technology				X				X		
Occupational Technology										
General Technology										
Public Service										
Criminal Justice			X				X			
Early Childhood and Education										
Paralegal/Legal Assistant			X				X			
Diploma Programs	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Automated Office	X				X				X	
Medical Office Assisting			X				X			
Early Childhood Development										
Practical Nursing		X				X				X

Majors/Concentrations ((Tentative Dates) Continued))

Certificate Programs	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Advanced Automotive Systems										
Basic Accounting										
Basic Diesel Maintenance										
Computer Aided Design I & II										
Early Childhood Development		X				X				X
Electrical Systems Repair										
Electrocardiography / Cardiac Monitoring										
Engine and Brake Repair										
General Radiologic Technology										
General Studies		X				X				X
Health Careers Preparation										
Ignition and Fuel Systems Repair										
Internetworking										
Introductory Civil Engineering										
Medical Transcriptionist										
Microcomputer Applications										
Network Engineering										
Nursing Assistant										
Office Productivity										
Phlebotomy										
Pre-Dental Hygiene										
Pre-Health Information Management										
Pre-Occupational Therapy Assistant										
Pre-Physical Therapist Assistant										
Security										
Small Business Management										
Suspension and Transportation Repair										
Webmaster										
Welding										
Word Processing										
Self Study	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Learning Resource Center		X				X				X
Academic Advising			X				X			
Student Development				X				X		

Academic Affairs

Academic Affairs – Each institution will evaluate and report on its academic advising procedures, policies and common practices, to include an overview of student satisfaction survey results and any actions taken as a result thereof.

2008

Academic Advising

The college established an advising office to assist faculty with advising. An Advising Manual and packet have been developed and used in divisional training sessions to ensure comprehensive and consistent advising. The College also uses technology tools for advisement and surveys are conducted to assess student and faculty satisfaction.

Orangeburg-Calhoun Technical College has comprehensive processes, policies, and procedures in place to effectively and efficiently deliver the highest level of quality academic advising. These processes, policies, and procedures are evaluated and improved on a continuous basis. The purpose of the academic advising process is to assist the student in planning his/her program of study so that all degree, diploma or certificate requirements can be satisfied.

The academic advisement process starts upon an individual's initial application and acceptance to the college. Students are assigned a faculty advisor who will help plan their entire course of study. The assigned faculty advisor is the student's key resource if the student wishes to change his/her schedule, drop a course, add a course, inquire about remaining courses in his/her program or make any changes in that program. The student will also utilize their faculty advisor in addressing any problems or issues that may arise in the student's academic career. If a problem or issue arises where the student advisor cannot help, the student will be referred to the appropriate personnel.

Academic policies are reviewed annually by the Deans, the Vice-president of Academic Affairs, the President, and the Area Commission for any recommended changes. Any recommended changes are presented to the Leadership Team for consideration and approval.

The academic advisement continuous improvement process has been incorporated into the following institutional surveys and evaluations.

- Faculty/Staff Survey of College Services - Spring 2008
- Advising Center Student Survey - Summer 2008
- Advisement Center Utilization Reports 2008
- Asset & Compass Score Review – Spring 2008

Faculty/Staff Survey of College Services - 2008 Spring — Each semester, the Office of Planning and Institutional Effectiveness administers the Faculty/Staff Survey of College Services. The results of the Spring 2008 survey are as follows:

Area Evaluated	Level of Satisfaction	Percentage
Are you satisfied with the Advisor Training in order to provide adequate advising services?	Yes	74%
Academic Counseling	Very Satisfied or Satisfied	80%
Student Services Counseling Staff confer with me when they are contacted by students who are having academic difficulties in my class.	Yes	52%
Reports from the Student Services division assist me in effectively serving students.	Yes	74%

The above figures show that faculty members were very satisfied with the level of Advisor and Academic Counseling training offered at the college. Areas for improvement in the upcoming

academic year include increasing conferences and reporting among the counseling staff and advisors.

Advising Center Student Survey Questionnaire (Summer 2008) — Each semester, the Student Services office administers an Advising Center Student Survey questionnaire. In the summer of 2008, the Advising Center Student Survey Questionnaire produced the following results:

Area Evaluated	Satisfaction	Percentage
Was the Advising Center opened when you needed to see an Advisor?	Yes	100%
Do you feel you were advised properly for your classes?	Yes	100%
If the Advisor was not sure about a certain procedure, do you feel they checked with the proper person or referred you to the proper person to make sure you were given the correct information	Yes	100%
Did the Advising Center Staff inform you of classes you needed to take to accomplish your career goal?	Yes	100%
Please rate the overall level of service that you received in the Advising Center	Excellent/Good	98%

The above results indicate that 100% of the students surveyed felt that the Advising Center was opened when needed, that they were properly advised, and that if an advisor was not sure of a procedure the advisor sought additional guidance. 98% of the respondents rated the Advising Center's overall level of service as excellent or good.

Student Services Utilization Report - 2008

Advisement Center Utilization Reports – 2008 (Student Services Office)

Over the course of a 4 month period, the Student Services division logged over 5,000 hours per month to student services needs. Actual monthly breakdowns are as follows:

Student Services Staff Utilization Report - 2008

Month	Adm . Total	Fin. Aid Staff	Asses s-ment	Health Sci. Info. Session	Career /Kuder	Advisement Center	Tourville Lab Utilization	All SS Staff
January	1193	905	210	104	2	348	3634	6396
February	518	389	71	82	61	0	3712	4833
March	627	484	122	74	0	86	2901	4294
April	933	650	128	143	12	108	4103	6077
May	0	0						0
Totals	<u>3271</u>	<u>2428</u>	<u>531</u>	<u>403</u>	<u>75</u>	<u>542</u>	<u>14350</u>	<u>21600</u>

Asset and Compass Scores

After extensive review by the Curriculum Committee, the Asset and Compass Scores were adjusted to better align them with the specified criteria of each course.

Advising Activities

The Advising Center allows for student development by providing convenient one stop access to various student services throughout the academic year.

Articulation Pathways

The Articulation process at Orangeburg-Calhoun Technical College promotes student development by linking two or more educational systems within the community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. The process at OCtech identifies redundancies in secondary and postsecondary curricula and provides opportunities for a sequential progression of curriculum content. The Articulation process allows high school students and students from other educational institutions to earn OCtech college credit while attending other educational institutions.

College 103 Orientation Class

The college 103 Orientation class includes study skills techniques, study environments, internal motivation, diversion skills for test anxiety, critical thinking applications, and time management techniques.

College Academy / Adult Education / Dual Enrollment

OCEBA, an acronym for Orangeburg-Calhoun Education and Business Alliance, is a partnership between education and business. Alliance partners include Orangeburg Consolidated School Districts 3, 4, and 5; Calhoun County School District; Orangeburg-Calhoun Technical College (OCtech); and other service area business and education partners.

Alliance goals are as follows:

Create an education system of secondary and postsecondary institutions that work together for students and collectively help students raise their achievement levels.

- Seamlessly connect P-16 and the workplace
- Streamline and focus resources
- Reorganize curriculum around clusters of study
- Revitalize career guidance and counseling
- Establish viable alternatives for at-risk students across institutional levels
- At-Risk Goals:
 - Decrease drop-out rate
 - Decrease students older than usual for grade
 - Decrease % entering postsecondary institutions in need of remediation
 - Increase students entering employment or postsecondary institutions
 - Increase parent and community involvement

OCEBA is dedicated to blurring the lines between education and work to ensure that students move effortlessly between the school-based and work-based learning components. In order to achieve this particular kind of integration, OCEBA promotes joint planning and extensive collaboration between faculty and business stakeholders. The Alliance adequately addresses the educational requirements for our current and future workforce by providing integrated curricula, comprehensive career guidance, and work-based learning opportunities such as job-shadowing, service learning, internships, and apprenticeships.

OCEBA is responding to the challenge of the changing workplace by educating all students and by producing more qualified workers. An important Alliance objective is to offer programs of study in expanding career fields using innovative teaching methods that engage and empower students. OCEBA has built a sequence of courses that begin in high school and culminate with a two-year postsecondary degree or certificate or with a four-year degree through the University Transfer option. Because this course sequence is designed jointly by high school and college faculty, students are well prepared to enter postsecondary programs enabling many to bypass remedial courses or based on test results of high seniors, to take needed developmental courses while still in high school. OCEBA also provides opportunities for students to obtain advanced credit for postsecondary work while still in high school, either onsite or online. The OCEBA Virtual Academy, an online learning program, offers access to high quality, flexible, and equitable K-14 educational opportunities. Currently the Virtual Academy provides online high school courses for initial credit and for credit recovery through the Consortium School Districts, OCtech online college courses, dual enrollment opportunities, Adult Education GED and diploma programs, and exam preparation.

OCEBA continues to provide linkages at all levels. Each school has a working relationship with the Alliance in order to build a smooth transition from high school to college. OCEBA collaborates with teachers, counselors, and administrators from the area schools and offers an opportunity for all to interact with each other and exchange ideas. OCEBA's compliance with the mandates of the South Carolina Education and Economic Development Act (EEDA) ensures that all students—with the guidance of their parents—have the required skills, along with the necessary current career and labor market information, to make appropriate, rewarding career decisions. OCEBA offers students pathways to their future.

Consolidated Testing Center

The Consolidated Testing Center supports student development by providing ACT, Work Keys, Compass, Biology Placement, NET, and HOBET testing services.

Expanded High School Outreach Program

Student Services staff are providing career web based testing services to students utilizing the Kuder Career Planning System assessment tool at no charge to all middle and high school students in SC. During the 2006-2007 school year 786 middle school students and 1124 high school students were tested. Another 1436 post high school age students utilized the Kuder Career Planning system to make informed career decisions during the same academic year.

Access to ECompass web based testing services was made available at local high schools. ECompass permits students to assess skills in reading, writing and math skills at their local high school. Use of ECompass can be expanded to student participation in diagnostic testing which is especially useful to students who have identified academic deficiencies in each of the basic skills areas. The diagnostic test pinpoints specific areas of need in each subject area in order for teachers to develop a successful remediation plan for students.

The College staff has also hosted and provided testing and counseling services to students from a variety of local middle and high schools.

Learning Partners / Retention Committee

The Learning Partners Retention committee was established in summer 07 and included 47 student and staff participants. The mission of the Learning Partners Retention committee is to increase retention and student attainment of goals. Summer 07 has been set as the pilot year and with plans to expand the program in fall 07 after assessing the results from summer. OCtech will compare experimental group vs. control group for summer in RDG and MAT classes. The Learning Partner will provide guidance and be a point of contact for the student to ensure that the students have what they need to succeed and to make the students aware of their responsibilities and time sensitive requirements.

WorkKeys

WorkKeys is a job skills assessment system used in high schools and community and technical colleges across the country to measure real-world skills. This system helps students identify career interests and their skills or skill gaps in preparation for their identified career interest.

Majors

Associate Degree in Accounting

Mission Statement:

The Accounting program is dedicated to providing a quality environment for students to develop accounting competencies and work-place skills in order for graduates to gain confidence, ability and meaningful employment.

Program Outcomes:

Graduates with a degree in Accounting should be able to demonstrate knowledge and skills in the following areas:

- Prepare General Ledger
- Prepare Manual/Computerized Financial Statements
- Reconcile Accounts
- Prepare Certain Federal & State Forms
- Use Cost Accounting Techniques
- Analyze Accounts
- Perform Mathematical Calculations
- Use Computer Skills
- Use Communication Skills
- Demonstrate Professionalism
- Fund Accounting
- Internal Auditing and Controls

Assessment Methods:

Direct Student Learning Outcomes

This program has a capstone course, ACC 275 – Special Topics in Accounting. It includes direct assessment of student performance, including independent mock interviews and job shadowing assessments. Students graduating in Accounting will certify their academic knowledge and skills through a Work Keys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

Indirect Student Learning Outcomes

The Accounting faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

Internal Measures of Success

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course students will achieve “hiring” status on the independent mock interviews during the first attempt.
- 90% of Capstone course students will achieve an acceptable rating on independent job shadowing.
- 100% of Capstone course students will demonstrate acceptable ratings on portfolios comprised of their completed rigorous and relevant scenario-based assessments.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reinstitute an Employer Satisfaction Survey.
- Improve retention over the FY03-04 Benchmark.
- Incorporate **ACRL** Information Literacy Competency Standards for Higher Education into 100% of newly revised courses.
- Incorporate 100% of validated DACUM competencies into General Business course outlines with demonstrated student performances.

Review Process and Use of Results:

Accounting is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum’s own advisory committee. DACUMS are conducted every four years to ensure currency. The last DACUM was held in 2006. Based on the DACUM, the Accounting faculty will perform the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Ensure that ACRL Literacy Standards are demonstrated through course assignments.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Academic Leadership Team to revise syllabi an/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Accounting Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?

Changes have been made within the Accounting program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM

panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

Accounting Actions

Data Source: DACUM panel and instructor anecdotal records

Added Capstone course. The Capstone (ACC 275 – Special Topics in Accounting) was added to the curriculum due to a recommendation by our DACUM panel. The DACUM panel recommended that the students needed more practice working on a variety of scenario-based activities and assessments, as well as soft skills. The course outline has been developed.

Measurements: Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for mock interviews and job shadowing.

Data Source: DACUM panel, Advisory Committee, and instructor anecdotal records

Added MGT 270 – Managerial Communications. The DACUM panel and the advisory committee, with confirmation from the instructor, recommended that the students needed improvement in the area of soft skills. In Managerial Communications the students now learn how to handle various situations that may occur in the workplace, for example, how to deal with conflict, give constructive criticism, how to take criticism, etc. This course is a prerequisite for the Capstone course where soft skills will also be emphasized.

Measurements: Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for mock interviews and job shadowing.

Benchmark #1 Plan of Action: The lack of continuity throughout the program has caused students to begin to give up on the program. Over the past three years, there have been four full time instructors. In the fall of 2004, a new full time instructor was hired and should bring continuity and stability to the program.

Data Source: Advisor anecdotal records

Developed evening curriculum sheet. A day curriculum sequence check sheet was available to guide the students through the two-year program identifying when courses should be taken during the day, but nothing was available to guide the evening students. Evening students were unaware of the availability of the evening classes. Thus, they were having difficulty getting the courses when they wanted to take the classes. Therefore, an evening curriculum sequence check sheet was developed to identify when evening courses would be available and to provide a guide as to the proper sequence of the courses.

Measurements: Results are pending based on data collected from retention and graduates rates for evening students.

Associate Degree in General Business

Mission Statement:

The General Business program is dedicated to developing leaders in business and the community.

Program Outcomes:

Degree Program

Graduates with a degree in Degree Program should be able to demonstrate knowledge and skills in the following areas:

- Management skills
- Marketing Skills
- Accounting Skills
- Personal Finances
- Computer Skills
- Leadership Skills
- Legal

Professional Skills Outcomes:

- Professionalism
- Effective Communication
- Teamwork

Assessment Methods:

Direct Student Learning Outcomes

This program has a capstone course, BUS 268 – Special Projects in Business. It includes direct assessment of student performance, including independent mock interviews and job shadowing assessments. Students graduating in General Business will certify their academic knowledge and skills through a WorkKeys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

Indirect Student Learning Outcomes

The Degree Program faculty review the following indirect measures of student and program success yearly or as needed ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

Internal Measures of Success

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course students will achieve “hiring” status on the independent mock interviews during the first attempt.
- 90% of Capstone course students will achieve an acceptable rating on independent job shadowing.
- 100% of Capstone course students will demonstrate acceptable ratings on portfolios comprised of their completed rigorous and relevant scenario-based assessments.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reinstitute an Employer Satisfaction Survey.
- Improve retention over the Benchmark.
- Incorporate **ACRL** Information Literacy Competency Standards for Higher Education into 100% of newly revised courses.
- Incorporate 100% of validated DACUM competencies into General Business course outlines with demonstrated student performances.

Review Process and Use of Results:

General Business is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are conducted every four years to ensure currency. Based on the DACUM, the General Business faculty will perform the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Ensure that ACRL Literacy Standards are demonstrated through course assignments.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Conduct program self study as required by accrediting agencies.

The General Business Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?

Changes have been made within the General Business program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the

Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

General Business Actions

Data Source: Instructor anecdotal records, grade distribution data for three-year period, and course failure rates **Increased prerequisites for classes.** The higher level courses, such as the Capstone course, had a few prerequisites, but we found that some of the students who had not taken as many courses as some of the other students were not as successful due to the lack of experience. Therefore, prerequisites were added to several of the senior level courses, including BUS 268 – Special Projects in Business (Capstone course), BUS 110 – Entrepreneurship, and MKT 265 – Retail Strategies and Applications.

Measurement: Results pending based on data collected from grade distribution and failure rates. Program Mission, Outcomes, and Assessment Orangeburg-Calhoun Technical College

Data Source: Advisor anecdotal records

Developed evening curriculum sheet. A day curriculum sequence check sheet was available to guide the students through the two-year program identifying when courses should be taken during the day, but nothing was available to guide the evening students. Evening students were unaware of the availability of the evening classes. Thus, they were having difficulty getting the courses when they wanted to take the classes. Therefore, an evening curriculum sequence check sheet was developed to identify when evening courses would be available and to provide a guide as to the proper sequence of the courses.

Measurements: Results are pending based on data collected from retention and graduates rates for evening students.

Data Source: DACUM panel, Advisory Committee, and instructor anecdotal records **Increased emphasis on soft skills.** The DACUM panel and the advisory board stressed the importance of emphasizing soft skills in the classroom. All of the major business courses now have a soft skills component.

Measurements: Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for mock interviews and job shadowing.

Benchmark #3 Plan of Action: The number active General Business students is inaccurate. Many of these students with a General Business major or still taking developmental classes and therefore, cannot continue until they complete the necessary developmental courses. The true number of students actually taking business classes as a business major is 60 (this would be 25.0%, which is the minimum level of a meets for this benchmark)

Associate Degree in Office Systems Technology

Mission Statement:

The Office Systems Technology Program is dedicated to providing quality educational courses, support services, and programs that reflect the latest technology for certificate, diploma, and associate degree students desiring a career as an office professional.

Program Outcomes:

Office Systems Technology

Graduates with a degree in Office Systems Technology should be able to demonstrate knowledge and skills in the following areas:

- Demonstrate Professional Attributes and Interpersonal Relationships
- Perform Basic Administrative Functions
- Optional Areas of Study

Assessment Methods:

Direct Student Learning Outcomes

This program has a capstone course, OST 254 – Office Simulation. It includes direct assessment of student performance, including independent mock interviews and job shadowing assessments. Students graduating in Office Systems Technology will certify their academic knowledge and skills through a WorkKeys Career Readiness Certification, which includes the following subtests: Reading for Information, Locating Information, and Applied Mathematics.

Indirect Student Learning Outcomes

The Office Systems Technology faculty review the following indirect measures of student and program success yearly or as needed to ensure program viability: student portfolios comprised of their completed rigorous and relevant scenario-based assessments; grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

Internal Measures of Success

Direct measures of soft skills and academic/program foundation skills:

- ACT Work Keys: Students will score a 4 or better on all areas of Work Keys.
- 90% of Capstone course students will achieve “hiring” status on the independent mock interviews during the first attempt.
- 90% of Capstone course students will achieve an acceptable rating on independent job shadowing.

- 100% of Capstone course students will demonstrate acceptable ratings on portfolios comprised of their completed rigorous and relevant scenario-based assessments.

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Reestablish an Employer Satisfaction Survey.
- Incorporate **ACRL** Information Literacy Competency Standards for Higher Education into 100% of newly revised courses.
- Incorporate 100% of validated DACUM competencies into General Business course outlines with demonstrated student performances.

Review Process and Use of Results:

Office Systems Technology is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by industry professionals and the curriculum's own advisory committee. DACUMS are conducted every four years to ensure currency. Based on the DACUM, the Office Systems Technology faculty will perform the following internal processes yearly as part of the strategic planning and review process.

- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignment.
- Ensure that equipment inventory, facilities, and budget support program outcomes and the strategic plan.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student portfolios from capstone performances against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Ensure that ACRL Literacy Standards are demonstrated through course assignments.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Academic Leadership Team to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

The Office Systems Technology Program is accredited by The Association of Collegiate Business Schools and Programs (ACBSP).

What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?

Changes have been made within the Office Systems Technology program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local industry who would be in the positions to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

Office Systems Technology Actions

Data Source: DACUM panel, Advisory Committee, and instructor anecdotal records *Added lab to Capstone course.* In the past the Capstone course for Office System Technology was identified as a lecture course. The instructor wanted to increase the amount of time spent on scenario-based activities and assessments. Therefore, the course was changed from a 3 hour lecture course to 2 hours of lecture and 3 hours of lab keeping the course at 3 credits

Measurements: Results are pending based on data collected from the selected assessment tools, including ACT Work Keys and independent rubric-based assessments for mock interviews and job shadowing.

Benchmark #1 Plan of Action: A large portion of the OST curriculum is contained in the various certificate and diploma programs in the area. This allows students who may begin in OST and, due to changes in circumstances, may want to begin working to earn a certificate or diploma rather than completing the Associates degree. These students then leave the OST program and enter the certificate or diploma program in which they wish to concentrate.

Associate Degree in Nursing

Mission Statement:

The mission of the Associate Degree Nursing Program of Orangeburg-Calhoun Technical College is to prepare competent and accountable Associate in Health Science Registered Nurses to practice in beginning level positions in acute, chronic, and community health care settings.

Program Outcomes:

The Orangeburg-Calhoun Technical College Associate Degree Nursing Program utilizes the following indicators as expected outcome criteria.

1. Retention and graduation rates will meet or exceed state averages for the technical college system.
2. Graduates will score at or above the national pass rate on the NCLEX-RN.
3. Graduates will be employed in various health care settings.
4. 90% of responding graduates will be employed within 3-6 months of graduation.
5. Graduates will be prepared for entry-level positions in nursing.
 - A. 90% of responding employer and graduate surveys will report that the graduate performs, as well as, or better than expected levels in the role of **Provider of Care**.
 - B. 90% of responding employer and graduate surveys will report that the graduate performs, as well as, or better than expected in the role of **Manager of Care**.
 - C. 90% of responding employer and graduate surveys will report that the graduate performs, as well as, or better than expected as a **Member Within the Discipline of Nursing**.
6. 90% of responding graduate surveys will report participation in professional development activities.
7. 75% of responding graduating seniors plan to articulate, masters, and higher degrees within 5 years of graduation.
8. The final semester group average on the critical thinking process test will increase over the first semester scores.

Program Objectives:

The Associate Degree Nursing curriculum is designed to provide the entry level nurse with the knowledge and experience which will enable the graduate to:

1. Function as part of the interdisciplinary health care team in selected health setting with individuals, families and communities across the life span.
2. Adhere to the standards of professional nursing practice within the legal, ethical, and regulatory frameworks.
3. Provide evidence-based, clinically competent, contemporary care utilizing critical thinking and decision-making within the framework of the nursing process.
4. Provide holistic nursing care to promote, protect, and improve health.
5. Provide culturally competent care to a diverse society.
6. Utilize basic management and leadership skills to provide continuity of care to facilitate positive outcomes and meet patient needs.
7. Utilize various methods of communication to effectively interact within the health care system.
8. Demonstrate caring behaviors in a person-centered manner.
9. Provide health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities.
10. Demonstrate characteristics of self direction and accountability which contribute to life-long learning, both personally and within the profession of nursing.

PROFESSIONAL SKILLS OUTCOMES:

The completion of a Dacum competency profile with corresponding course matrix will be created.

ASSOCIATE DEGREE NURSING

Graduates with a degree in Associate Degree Nursing should be able to demonstrate knowledge and skills in the following areas:

- A. Assess/Reassess Patient/Client Needs
- B. Developing an on-going plan of care
- C. Provide care/support to patient/family
- D. Document
- E. Manage patient care
- F. Nursing Interventions
- G. Administer medications
- H. Use communication and interpersonal skills
- I. Demonstrate professional
- J. Market the profession

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

Due August 1, 2008

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting "the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation" from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission's current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an "x" in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the "x"**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission's Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted "against" the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission's website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution:

Orangeburg-Calhoun Technical College

Please type institution name in box.

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:
http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB or the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X	1992			
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate's degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	An institution may be accredited by the ACBSP or the AACSB					
Business (BUAD) - Associate degree programs in business and business-related fields	X(4)	X(4)				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)	X	X				
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)						
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X	X				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree	X	X				
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

11 11

This information to be used for performance indicator 3D

INSTITUTION:

Orangeburg-Calhoun Technical College

Courses Taught by Faculty

APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – REPORTED FOR FALL 2007

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING “THE PERCENT OF LOWER DIVISION INSTRUCTIONAL COURSES TAUGHT BY FULL-TIME FACULTY, PART-TIME FACULTY, AND GRADUATE ASSISTANTS” FROM FOUR- AND TWO-YEAR POST-SECONDARY INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY.

THE COMMISSION WILL USE PREVIOUSLY-REPORTED CHEMIS INFORMATION FOR DATA IN THIS TABLE.

INSTITUTIONS WILL HAVE AN OPPORTUNITY TO PROOF THIS INFORMATION PRIOR TO THE PUBLICATION OF THE JANUARY 2009 REPORT. FACULTY DEFINITION WILL BE ANY FACULTY, STAFF OR GRADUATE ASSISTANT WHO TEACH A CREDIT COURSE.

Success of Students in Developmental Courses

FOUR-YEAR COLLEGES AND UNIVERSITIES NO LONGER OFFER THESE COURSES, THEREFORE THIS TABLE HAS BEEN DELETED.

Student Involvement in Sponsored Research

APPLICABLE TO FOUR-YEAR INSTITUTIONS – REPORTED FOR FALL 2007

ACCORDING TO SECTION 59-101-350, THE COMMISSION IS RESPONSIBLE FOR COLLECTING "THE PERCENT OF GRADUATE AND UPPER DIVISION UNDERGRADUATE STUDENTS PARTICIPATING IN SPONSORED RESEARCH PROGRAMS" FROM FOUR-YEAR INSTITUTIONS TO BE INCLUDED IN THE ANNUAL REPORT TO THE GENERAL ASSEMBLY.

THE NUMBERS INCLUDED HERE SHOULD REFLECT THE GRADUATE AND UPPER DIVISION UNDERGRADUATE STUDENTS WHO PARTICIPATE IN SPONSORED RESEARCH PROGRAMS. EACH INSTITUTION THAT RECEIVES RESEARCH DOLLARS GENERATED BY EXTERNAL FUNDING (SPONSORED RESEARCH) SHOULD REPORT THE NUMBER OF STUDENTS WHO BENEFIT FROM THESE DOLLARS.

THE CHE WILL CALCULATE THE PERCENTAGE USING THESE DATA AND HEADCOUNT ENROLLMENT DATA FROM THE FALL 2007 IPEDS ENROLLMENT FORMS.

	NUMBER OF STUDENTS PARTICIPATING IN SPONSORED RESEARCH (EXCLUDE FIRST PROFESSIONAL STUDENTS)
UPPER DIVISION, UNDERGRADUATE STUDENTS	
GRADUATE STUDENTS	

INSTITUTION:

Orangeburg-Calhoun Technical College

Results of Professional Examinations

APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2007- MARCH 31, 2008

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2007 through March 31, 2008**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

THE COMMISSION WILL REQUEST NATIONAL AND STATE PASS RATES AND ANY ADDITIONAL INFORMATION FOR THESE EXAMINATIONS, AS IT IS AVAILABLE, FROM NATIONAL AND STATE AGENCIES TO BE USED IN THE REPORT TO THE GENERAL ASSEMBLY. THESE NATIONAL AND STATE AGENCIES CAN BE FOUND IN “A CLOSER LOOK.”

PRAXIS EXAMS ARE REPORTED SEPARATELY IN THE FOLLOWING TABLE.

PLEASE NOTE THAT PRAXIS RESULTS ARE REPORTED ON ALL TEST-TAKERS. OTHER EXAMS ARE REPORTED ON FIRST-TIME TEST-TAKERS.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
Teaching and Research Sectors				
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)				
PRAXIS SERIES II: SPECIALTY AREA TESTS				

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)					
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)					
Council on Certification of Nurse Anesthetists Exam.					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse (BSN)					
National Physical Therapist Licensing Exam. (PT)					
NATIONAL CERTIFICATION CORPORATION FOR THE OBSTETRIC, GYNECOLOGICAL AND NEONATAL NURSING SPECIALTIES: NEONATAL NURSE PRACTITIONER EXAM.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
South Carolina Bd. of Law Examination					
Cytotechnology (ASCP)					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
Teaching Sector					
NATIONAL COUNCIL LICENSURE EXAM. - REGISTERED NURSE (BSN)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
REGIONAL SECTOR					
Council Licensure Exam-Registered Nurse (ADN)					
Technical Sector					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	Apr/Mar 2007/2008	13	13	12	92%
Certified Medical Assistant Exam.	Apr/Mar 2007/2008	8	7	5	71%
CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)					
CLINICAL LABORATORY TECHNICIAN, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP	Apr/Mar 2007/2008	7	7	5	71%
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	Apr/Mar 2007/2008	42	42	40	95%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	Apr/Mar 2007/2008	51	51	50	98%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)	Apr/Mar 2007/2008	22	22	21	95%
Radiography Exam., ARRT	Apr/Mar 2007/2008	18	18	18	100%

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	Apr/Mar 2007/2008	2	2	2	100%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	Apr/Mar 2007/2008	3	3	3	100%
SRTA REGIONAL EXAM. FOR DENTAL HYGIENISTS					
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION					
Veterinary Technician National Examination					
VETERINARY TECHNICIAN STATE EXAM (RULES & REGULATIONS)					

Transfer Success Report

	(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)	(12)
Four-year Institution Student Transfer	Total Applicants	Total # Accepted	Total # Rejected	# Applications Incomplete	Total # Students Enrolled	% Applied who Enrolled	% Accepted who Enrolled	# 2-Year Students	GPA	# Native Students	GPA
Clemson	7	5	1	1	4	57.14%	80.0%	4	1.33	11,750	2.88
Coastal Carolina University	5	4	0	1	2	40.00%	50.0%	2	2.78	4,308	2.82
College of Charleston	1	0	0	1	0	0.00%	0.00%	--	--	6,669	--
Francis Marion University	0	0	0	0	0	--	--	--	--	--	--
Lander	5	2	0	3	1	20.00%	50%	1	1.44	1,499	2.59
Medical University of South Carolina	0	0	0	0	0	--	--	--	--	--	--
South Carolina State University	72	51	6	15	25	34.72%	49.0%	25	2.3	4,122	2.6
The Citadel	2	1	1	0	1	50.0%	100%	1	2.56	1,967	2.54
University of South Carolina – Aiken	16	6	3	7	3	18.75%	50.0%	3	2.18	2,588	2.7
University of South Carolina – Beaufort	3	2	1	0	1	33.33%	50.0%	1	1.72	1,127	2.62
University of South Carolina – Columbia	17	12	5	0	4	23.53%	33.3%	4	2.0	16,881	2.96
University of South Carolina – Upstate	12	11	0	1	3	25.00%	27.3%	3	2.64	3,928	2.63
Winthrop University	5	4	0	1	1	20.00%	25.0%	1	3.46	3,727	2.65